

Comprehensive School Improvement Plan (CSIP)

Constant Conversation Question #3: How will we know that student learning has changed? Regulatory Guidance—Accredited Nonpublic Schools

District-wide Assessments: Large-scale achievement or performance measures

Principles for Iowa's Assessment Accountability System

- Maintain a continuous philosophy of improvement by expecting all school districts and all schools to improve student performance.
- Maintain Iowa's current policy that schools and school districts are accountable for student performance.
- Continue to support the local district responsibility for the development of standards and benchmarks.
- Maintain a policy of local assessment systems that can effectively drive instruction.

Assessment System Purposes:

- To celebrate successes
- To show results
- To show how results measure up to what was intended (alignment with content standards and benchmarks)
- To provide for accountability and public reporting
- To determine whether your goals are appropriate (e.g., CSIP goals, long-range goals, and annual improvement goals)
- To determine whether you are collecting the right data/information about student learning relative to stated goals
- To determine whether your perceptions about student learning are accurate
- To determine whether your school is targeting resources for maximum impact on student learning—the key to continuous improvement

Assessment System Requirements:

- Aligns with content standards
- Contains technical adequacy
- Involves multiple measures

Note: Your area education agency can provide more comprehensive technical assistance about assessment systems. This document is intended only to identify minimum state and federal assessment requirements.

Links to Assessment System Technical Assistance

- *Checking the Alignment of an Assessment Tool and a Set of Content Standards*, David A. Frisbie, Iowa Technical Adequacy Writing Project (ITAP), University of Iowa, January 2003 http://projects.education.uiowa.edu/itap/Introduction/pdf/ITAP_Alignment_Paper.pdf
- *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments*, Iowa Department of Education <http://www.state.ia.us/educate/ecese/is/ell/documents.html>
- *Technical Assistance Guide District-Wide Assessment Decisions for Students with IEP, 504, or English Language Learner Services*, Iowa Department of Education <http://www.state.ia.us/educate/ecese/is/dwa/index.html>

Comprehensive School Improvement Plan (CSIP)

**Constant Conversation Question #3: How will we know that student learning has changed?
(Regulatory Guidance—Minimum Assessment Requirements)**

Minimum District-Wide Assessments to Meet State and Federal Requirements													
Accredited Nonpublic Schools 2004-2005 School Year													
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading					ITBS				ITBS			ITED	
Mathematics					ITBS				ITBS			ITED	
Science									ITBS			ITED	
Multiple Measure -- Reading	Minimum of one additional reading assessment at whatever grade level the district chooses.												
Multiple Measure -- Mathematics	Minimum of one additional mathematics assessment at whatever grade level the district chooses.												
Multiple Measure-- Science	Minimum of one additional science assessment at whatever grade level the district chooses. (This requirement applies only to schools that serve students in grades 8 and/or 11.)												